



P360 Global Mission Work: Principles & Practices

3 credits.

 Online Video *with some*  Livestream

Sept 15, 2025 - Apr 17, 2026
Full-year course

Instructor: Rev. Nancy Gibson, M.A.

nancy.gibson@paoc.org

Module Facilitator: Shelley Kauffeldt, M.A., M.A.

shelley.kauffeldt@paoc.org

*Note: Students will participate in live-stream discussions with people who are already placed or preparing for deployment for over-seas ministry. Given this, this course is best-suited for students who are nearing the end of their degree program.

Course Goals



Course Description

The course prepares those exploring or preparing for global missions work. It exposes students to current realities and provides an on-boarding experience that is normally required by mission agencies. Students will study and engage topics such as motivation, ministry requirements, cultural adjustment, trends in global mission work, spirituality, disciple making, and effective community development. In addition, students will consider ways that they might serve in global mission work in the future.

Relationship to Horizon and MCS's Missions

This course equips students to effectively minister in settings around the globe by having students engage in most aspects of the IM Equip program that the PAOC has established for people who are being deployed in global mission work.

Core Competencies and Learning Outcomes

To demonstrate competency in  *ministry development* and  *contextual awareness* students will

1. Discuss the importance of cultural understanding and adaptation to global mission work.
2. Discuss many challenges and benefits of engaging in global mission work and how challenges may be addressed.
3. Describe many ways that Christians are engaged in mission around the globe and the ongoing task of the church concerning mission.
4. Reflect on how they might eventually engage in God's mission in the world.

- *Assessment:* All four outcomes are assessed through the IM Equip Modules and Module Debriefs.

Course Work

Required Reading

Provided throughout the course.

Recommended Reading (optional)

Steffen, Tom, and Lois M Douglas. *Encountering Missionary Life and Work: Preparing for Intercultural Ministry*. Grand Rapids: Baker Academic, 2008.

Trotter, Elizabeth, and Jonathan Trotter. *Serving Well: Help for the Wannabe, Newbie or Weary Cross-cultural Christian Worker*. Eugene, OR: Resource Publications, 2019.

Wright, Christopher J. H. *The Mission of God's People: A Biblical Theology of the Church's Mission*. Grand Rapids: Zondervan Academic, 2010.

Elmer, Duane. *Cross-Cultural Servanthood: Serving the World in Christlike Humility*. Downer's Grove: IVP, 2006.

Course Assignments and Activities

1. *IM Equip Modules* – 80% (Fall semester = 40%, winter semester = 40%)

The primary requirement for this course is completion of the IM Equip training modules provided by the PAOC's Mission Global department. Each module is taught by global professionals with a master's degree or higher. Modules provide a practical focus on global work and missionary life through discussion and interaction which presents important principles and practices for global work. Students pass each module by completing short assignment submissions, engaging in online discussion forums, and (in some cases) participating in one-hour Zoom sessions with others who are completing the modules. You will receive a grade after the first and second semester. The module facilitator will assign a grade based on your successful completion of all aspects associated with the modules.

- Related learning outcomes: 1-4.
- **Assignment length:** about 90 hours.
- **Due date:** See the schedule below.

2. *Module Debriefs* – 20% (Fall semester = 10%, winter semester = 10%)

After each module, you and the other students from MCS or Horizon will meet on Zoom with your instructor for a debrief discussion. At these meetings, you will discuss what you learned, such as what you found helpful, what you found challenging, and anything that you questioned or disagreed with. Later in the course, you will also spend time reflecting on what your future might look like if you were to become a global worker. Near the end of the course, you may also have an optional one-on-one debrief with the instructor. You will receive a grade after the first

and second semester. Your instructor will assign a grade based on how well you have understood the course material and your meaningful engagement in the module debriefs.

- Related learning outcomes: 1-4.
- **Assignment length:** about 9 hours (about 1 hour for each debrief)
- **Due dates:** Monday after each module, as per the schedule below.

Estimate of Time Investment (individual time investments may vary)

			Assignment Weighting
1. Fall Semester IM Equip Modules	40 hrs	Dec 12	40%
2. Fall Semester Module Debriefs	3 hrs	Dec 15	10%
3. Winter Semester IM Equip Modules	50 hrs	April 10	40%
4. Winter Semester Module Debriefs	6 hrs	April 13	10%
Total =	approximately 99 hrs		

Assessment Rubrics

Where this course consists of instruction provided by the PAOC, there are *no assignment rubrics* on Populi for this course.

Course Outline

Date	IM Equip Module or Debrief	Length	Live Sessions / Debrief
<i>Fall 2025 (Tentative: subject to change as needed)</i>			
Sept 22	Syllabus & Introductory Session with Nancy Gibson & Shelley Kauffeldt	1 meeting	2pm ET, Mon, Sept 22
Oct 13 – Oct 17	MG Vision, Mission & Values	1 week	8pm ET, Thurs, Oct 16
Oct 20	Debrief 1	1 hour	2pm ET, Mon, Oct 20
Oct 20 – Nov 14	Making Disciples	4 weeks	8pm ET, Thurs, Oct 23 8pm ET, Thurs, Nov 6
Nov 17	Debrief 2	1 hour	2pm ET, Mon, Nov 17
Nov 17 – Nov 21	Effective Community Development	1 week	8pm ET, Thurs, Nov 20
Nov 24	Debrief 3	1 hour	2pm ET, Mon, Nov 24
Nov 24 – Dec 12	Cross Cultural Transitions* <small>*Final assignments will be submitted after Christmas.</small>	3 weeks*	n/a
Dec 15	Debrief 4	1 hour	2pm ET, Mon, Dec 15

<i>Winter 2026 (Tentative: subject to change as needed)</i>			
Jan 5 – Jan 16	Understanding Poverty	2 weeks	n/a
Jan 19	Debrief 5	1 hour	2pm ET, Mon, Jan 19
Jan 19 – Feb 6	Current Trends and Issues in Mission	3 weeks	n/a
Feb 9	Debrief 6	1 hour	2pm ET, Mon, Feb 9
Feb 9 – Feb 27	Character, Community, and Care (includes a Birkman assessment with debrief)	3 weeks	n/a
Mar 2	Debrief 7	1 hour	2pm ET, Mon, Mar 2
Mar 2 – Mar 20	Fruitfulness: Strategy and Metrics	3 weeks	n/a
Mar 23	Debrief 8	1 hour	2pm ET, Mon, Mar 23
Mar 23 – Apr 10	Spiritual Vitality, Gifts, and Warfare	3 weeks	n/a
Apr 13	Debrief 9	1 hour	2pm ET, Mon, Apr 13
TBD	Optional one-on-one debrief	TBD	TBD

- All aspects of the course must be completed by April 17, 2025.

Academic Policies

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General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100
		Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
			A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79
			B	3.0	73-76
			B-	2.7	70-72

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the

Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu. All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.

- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.